

# EDUCATIONAL INDIA



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## REMEMBRANCE



Any thing which threatens the autonomy of University must be resisted whatever form it takes.

— Dr. A. L. Mudaliar.



Office :

'VIDYA BHAVAN'  
MACHILIPATNAM  
(S. India.)

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# EDUCATIONAL INDIA

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EDUCATIONAL AND LITERARY INTEREST

31 st YEAR



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# Our way is clear . . .

“ India is on the move and the old order passes . . .  
The initiative comes to our people now and we shall  
make the history of our choice. Let us all join in this  
mighty task and make India, the pride of our hearts,  
great among nations, foremost in the arts of peace  
and progress. The door is open and destiny beckons  
to all. ”

—Jawaharlal Nehru

“ Our way is straight and clear—the building up  
of a socialist democracy at home with freedom and  
prosperity for all, and the maintenance of world  
peace and friendship with all nations abroad ”

—Lal Bahadur Shastri  
Prime Minister

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Our economic planning and the policy of non-alignment have laid firm foundations  
for progress, prosperity and peace

Let us work together to build a strong and prosperous India.  
Discipline and united action are the only answer to the challenge of today.

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## JAI HIND

MARCH TOGETHER. WORK TOGETHER

# Dr. Kothari Education Commission

By Dr. M. I. Kazi.

**T**HE appointment of the Indian Education Commission under the chairmanship of Dr. Kothari, is indeed a welcome step to achieve quality cum quantity in education. The appointment of the commission has been hailed by one and all. The Indian as well as the foreign Press is full of praises for the timely step taken by Shri M. C. Chagla, Minister of Education, Govt. of India. There had been similar commissions in India in the past, appointed from time to time, to review the progress of education and to suggest ways and means for its future progress. Some of these Commissions were: Hunter Commission of 1882; Calcutta University Commission 1917; Dr. Radhakrishnan Commission 1949 and Mudaliar Commission. The Commissions, it may be noted, were appointed to examine the educational conditions prevailing in particular fields in India and they were asked to make recommendations accordingly, e. g. The Hunter Commission was appointed mainly to deal with secondary education and was precluded from making recommendations for the University and the collegiate educations; also it was not supposed to tackle the problems concerning Primary Education. The Calcutta University Commission, as the name suggests dealt with higher education given through Colleges and the Universities, so also did the Radhakrishnan Commission, while the Mudliar Commission focussed all its energy on the secondary education of our country. The last two Commissions were appointed after India won freedom. It will thus be seen that all these reviews

and investigations were limited to one particular field. The Kothari Commission, recently appointed by the Govt. of India seems to be the first Commission to take up the responsibility of the whole educational set-up of the country, study its pros and cons and then to make recommendations; as such therefore, the task before the Commission is both important as well as difficult. Dr. Kothari himself said, "The task before the expert body was of the greatest importance but it is also a difficult undertaking and of course a very challenging one." To fulfil this great national responsibility, the Union Govt. has requisitioned the services of not only the Indian experts but has also secured services of the experts from the foreign countries. This has indeed enhanced the importance of the Commission.

Referring to this a local editorial rightly remarks: "Though it may appear to some people as some what overweighted in favour of higher and scientific education and scientific research, but the increasing importance of, and the requisite emphasis on, these aspects can scarcely be disregarded." Another important feature of the Commission which shows the wise and farsightedness, is to make provision to invite the experts from India or outside India whenever the need is felt to consult and seek the advice on the subject, that may appear difficult during the

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*Dr. Kazi is Lecturer in Education, Secondary Training College, Bombay. He considers that this Kothari Commission is a step in the right direction towards progress.*



course of investigation. The Kothari Commission is therefore an important landmark in the history of Indian Education. The Commission during its course of working may hold meetings, conferences, interviews and for which purpose it may undertake tour of the whole country and if necessary visit important places abroad. It will be in the fitness of things to mention some of the aspects which, if attended to, will go a long way in raising the standard of education in India and which to a great extent escaped the notice of the early investigations. There are indeed certain factors which demand immediate attention.

To begin with, the Universities, because of their set-up, have to hold elections. There are elections that take place to form the boards of studies, Syndicates and the Senates, which is no doubt more democratic. But it has to be seen that how far election activities do not leave behind them an ill-feeling which in its turn may affect the academic life. It is also important to see whether really qualified and useful persons make daring to contest such elections and come out victorious? Because only the qualified, experienced and men of scholarship are wanted in the Universities which are the real centres of higher education and whence come out leaders, scientists, technicians and others who guide the destiny of the country in future. It is again these men who could do justice to the cause of higher education and ultimately to the nation. In the light of this, is it not worth studying the prevailing conditions in our Universities? It may be added that our country can present number of scholars, thinkers and technicians of high calibre and also men well qualified in different subjects. The Universities do appoint several sub-

committees from time to time. e.g. Post graduate recognition Committee, etc. The very name of the committee suggests that the members forming this committee should themselves be qualified and possess research works to their credit since they have also to appoint or grant sanction to the college and university teachers to guide research students working for their doctorate.

How far such committees possess qualified men? How far these men have post graduate teaching or research works to their credit? Fortunately, as mentioned above, India has people of high academic qualifications and long standing with rich research experience. This and similar other problems need immediate attention which will alone improve the quality of education and its standard in our country.

The other problem concerning our education is the growing number of coaching classes. Such classes have outnumbered our schools and colleges. The reason is that the students thinking themselves to be weak in their studies join these classes where high hopes are given to them. It is a matter to be known whether the teachers in the coaching classes are also on the staff of the schools and colleges. If it is so, reasons for this is worth finding, to set right the things in education. Really speaking the idea of tuition or extra coaching is thought permissible by the educational thinkers only in the case of the students who due to one reason or other are really unable to cope up with the work done in the class and are unable to learn and grasp the class room instruction. There may be varied reasons for this—psychological or other wise. But day by day the students are rushing to the coaching classes despite

the extra money that is required to be paid there. This leads to additional expenditure to the parents and the guardians, as well as waste of time and energy. Moreover the students are kept busy for longer period even after regular school timings. It is therefore useful to investigate into the matter and find out why the students are not satisfied by their teachers in the schools and colleges and whether there is any possibility to make them satisfied. It is also worth knowing whether the students join the coaching classes due to unsatisfactory class teaching or the inefficiency of the school and college teachers. It is after finding out the reasons that a suitable remedy can be thought of, to effect quality of education and raise its standard.

The success of teaching depends on the teachers. The schools and the college managements are supposed to select and appoint really qualified teachers which is an important as well as a difficult job. It requires a panel of well versed persons in the subjects for which the selection of teachers is to be made. They are also supposed to be expert in their subject and be up-to-date in their knowledge. It is always advantageous for them to be conversant with the aims of education as well as the modern trends in education. It will be ridiculous and harmful if the members forming the panel show any deficiency. It is therefore necessary to frame rules and regulations and lay down conditions while appointing the persons on this panel. How far the absence of the heads of the schools and colleges on such panels is justified is yet another problem that needs careful attention. Unless efficient and sincere teachers are selected and their appointments made, the standard of teaching is bound to be discouraging. Even if the teachers are efficient and

sincere, it is equally essential for them to be well versed with the latest developments in their subject both in India and abroad. This, of course is not possible, unless some concessions in the form of personal library grant allowance for educational tours etc. are strongly recommended. The teacher must utilise his leisure in literary pursuits and other academic work which will make him more up to date in his own subject. Generally the teachers, because of necessity, keep themselves busy after their official work, in going after tutions or some part time work. A suitable remedy therefore is a must.

The other problems concerning primary, secondary and higher education is the one relating to text-books. It is an acknowledged fact that the text-books play an important role in educating the people as they are one of the important means of communicating knowledge. It is our desire to produce scientists, technicians, thinkers and scholars for future India; also we all are too eager to achieve national integration in India. For all these aims, text-books must contain correct and relevant matter. They should be written in view of child and educational psychology and its demands. How far the present text-books are satisfactory? It is but natural to expect a scholar or an expert in history to write history books for schools and colleges. Similarly a person having qualifications in Geography be made responsible for writing the textbook in that subject. No other person can be more competent enough to fulfil this onerous task. Text-books must present the matter in a psychological way so as to rouse the interest of the students. It is therefore necessary to study this very vital problem from all possible angles, if the aim of education is to produce good citizens as

well as skilled personnel and technicians in addition to doctors, engineers, and scholars, specially at a time when there is heavy impact of science and technology on our day to day life. Right person for right job should be the guiding principle in the production of textbooks.

India's independence has brought new problems with it. Soon after India won freedom, education began to show leanings towards national education. It was but a natural thing. The mother tongue was rightly considered to be a more useful medium of instruction. This is what the psychologists and educationists also advocate. This has created problems in many parts of our country, especially in the case of those students who have completed their secondary education through their mother tongue, but sustain a shock when they seek admission to the colleges where either the regional language or English is the medium of instruction. They fail to understand the lectures. The number of such students is increasing every year and is not negligible. These children are also Indians and belong to the same soil and are promising. What remedy is there for such children? Their economic position do not even permit them to join a distant university where the medium of Instruction is but their mother tongue. Should they give up their studies for no fault of theirs? If they do so, is it not some thing undemocratic in a democratic country?

Is it therefore not high time to devote to this problem which is more national and demands urgent attention? The education of Women, education of the Handicapped children and the Research work in different subjects and faculties are yet other problems that need thorough study. Till now the Commissions which

were appointed in the past did very little in this respect. In a democratic state every individual has a right to grow and develop to his or her fullest capacity. These problems are of special nature. As such, shouldn't there be more colleges and institutions for women and the handicapped children where they can receive education to make themselves more useful citizens and contribute to the progress of the country? To conclude, there are very many problems which apparently appear to be very negligible and insignificant but are the real problems of India. It is hoped that the recently appointed Commission, with the services of the national and international experts at its disposal, will outwit the previous commissions and will contribute to the immediate progress of India. Let us all pray for the success of the Commission.

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### Seminar on Women's Education

The two-day seminar on "Women's Education" held at Hyderabad on Sept., 21-22, has recommended that in order to improve the enrolment of girls, especially at the secondary school stage, there should be supply of school uniforms free of cost to the poor and the needy children, provision of free transport and that the number of separate secondary schools for girls should be substantially increased.

The seminar was inaugurated by Mr. M. Bhaktavatsalam, Chief Minister of Madras on September 19.

The seminar examined the existing facilities for technical education and recommended there should be a polytechnic for girls in each district and that junior technical schools may be provided in each taluk.

To increase the number of women teachers, it was suggested that the construction of free residential quarters in the rural areas should be given top priority.

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# Critical Thinking in Democracy

By Dr. L. M. Padhya.

**T**HE success of Democracy depends upon the quality of the decision and the efficiency of its people. This can be mainly achieved by cultivating the mind of its citizens. In India Man is called "Manushya" which means one who thinks critically. This is the quality of man which differentiates him from the lower animals. So to cultivate the mind of the young critically should be one of the most important objectives of schooling or education.

In modern times this objective of education has become much more important. People especially in India are carried much more by ambition rather than by critical thinking. Since they do not think, they are carried away by the false propaganda, slogans, and catch words. The masses do not make independent thinking or judgement.

In the field of education, every thing right from the courses of study down to the arrangement of time tables is decided by the State Department of Education. There is very little scope left for the self-initiative and critical judgement on the part of an average teacher. In the field of teaching, there is too much of "Spoon Feeding" which does not foster independent thinking and judgement on the part of the pupils. These methods make them dependent rather than self-reliant which is the main aim of education. The classroom lessons are more passive assimilation of facts on the part of the pupils. Pupils are made to accept unquestionably what the teacher and text-book writers say or write.

In any kind of social order, the individual does not need to indulge in the travail of independent thinking or chalking out his own line of action. The authorities relieve him of that onerous responsibility. But in a democracy an individual must form his own independent judgement on all kinds of complicated, social, economic and political issues, and to a large extent decide his own course of action. The secondary education which would be the end of all formal education for the majority of the citizens, must assume the responsibility of providing the means and developing necessary training for the critical thinking to offset the above mentioned danger of democracy.

It has been always maintained that the success of a democratic society is proportionate to the amount of the pooled intelligence of its citizens, when applied in the process of solving common problems.

Something more is meant today by critical thinking than was once meant by the appeal to reason. The intelligence now required, to make democracy work, is scientific intelligence. It is the intelligence of careful gathering of an objective interpretation of hard facts. It is the intelligence of research and experiment coupled with systematic planning of citizens who can decide together what they need and co-ordinate their efforts to get it. In this way, critical thinking in a democracy

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requires the careful and cooperative planning, discussion and problem-solving techniques.

### Why this objective important ?

Critical thinking develop in pupils the capacity for clear thinking and receptivity to new ideas. This is a distinguished mark of an educated mind. A Democracy of people who think confusedly neither make progress nor ever maintain itself.

It develops in him a scientific attitude of mind to think objectively and base his conclusions on tested datas. Most of the people in the modern world do not think intelligently and often come to thoughtless decisions. Critical thinking furnishes an individual an open mind. A man trained in this way of thinking will neither reject the old because it is old, nor accept the new because it is new, but will dispassionately examine both the sides and will courageously reject whatever arrests the forces of justice and progress.

It will help in him to build the intellectual integrity and understanding to sift truth from falsehood, facts from propaganda and to reject the dangerous appeal to fanaticism and prejudice. It frees the people from the narrow class prejudice and sobbery.

The modern man has to encounter many hazards in the modern world. These hazards are in the form of extreme mechanization, urbanization and interdependence etc. The individual wants belongingness, status and security. The maladjustment results in nervous breakdown; class prejudice or snobbery.

It arms an individual with the skill and understandings of cooperative planning, discussion and decision-making, reflective thinking and prob-

lem solving. These techniques are the life-blood of democracy. It is because of these skills and understandings of a man that have made possible the great discoveries and inventions in every walk of life.

The school teaches these skills and understandings to the pupils. Thereby the school helps the people to do a good job of developing, directing and guiding social change. These skills are naturally taught in reference to an appropriate subject-matter. One of the phases of the critical thinking is to secure an accurate definition of the problem. The definition requires accuracy, precision, exactness and communication. Thus it develops in the children the language ability, exactness and choice of words.

Today all over the world the people are urged to acquire as much sound information as they can. The critical thinking in a democracy does not mean using one's head as to accept unquestioningly everything laid down by people in high places. Neither does it mean evaluating all things in terms of the past or judging all matters solely in terms of self interest.

It provides bases for judging the democratic quality not only of the life and work in a school but also of the men, institutions, events, conditions, trends, ideas and proposals.

Democracy is often challenged on grounds that it is unworkable and inefficient. But if the people possess and use the necessary skills of planning, communicating, solving any decision i. e. critical thinking in solving problems, democracy will become the most efficient and workable form of Government.

There is a great dearth of leadership in the modern countries. There

is a blind following of a leader. This is a great danger to democracy. Democracy cannot function successfully unless all the people—not merely a particular section—are trained for discharging their responsibilities. The training given to them in critical thinking will lead in them the qualities of self initiative, originality and independent thinking necessary for leadership.

At the secondary stage, it will develop the necessary mental skills, habits, and understanding which will be required for independent work at the university level. This will lead to produce top leaders at the university level. But most of the pupils complete their formal education at the secondary level. They will enter on the various walks of life and fill the role of what may be called, leadership at the intermediate level by getting training in critical thinking.

Critical thinking never leads a man to extremes. It helps to lead him to the principle of golden mean—a great principle of truth. He will come to know that truth does not lie at the extremes but somewhere in the middle. He will come to know the reason why democracy which is the golden mean between communism on the one hand and *laissez-faire* on the other hand is the best form of Government.

Since critical thinking in a democracy is a process by which individuals work cooperatively in a group, it requires each to learn to respect the dignity and worth of every single individual as human being. Critical thinking will lead him to the full, all round development of his personality.

It admits the discussion of controversial matters like communism and democracy, segregation and

casteism etc., in the schools with instigating violent emotions. It will help the child not only to be tolerant but also to welcome differences which make for the enrichment of life. It tries to inspire in the youth an openness of mind and largeness of heart which would make them capable of entertaining and blending into harmonious pattern differences in ideas and behaviour.

### Conclusion

The greatest present day problem facing the world on the international scene is whether we shall solve our great internal as well as international problems by the use of heads or by breaking the heads. The latter has been the criteria until now. Every nation used to say that it was fighting to end the war. But now the world has come to a stage, when if another war is waged there will be wholesale destruction of the entire modern civilization. The only other alternative and the wiser also is to solve the problems of the world with heads i.e. by critical thinking. The schools should inculcate faith in critical thinking among the pupils. They should realize that there is no problem on the earth which cannot be solved peacefully by group discussion, reflective thinking and problem solving methods. Training in critical thinking will widen his outlook and draw him from the maxim "my country right or wrong."

This attitude and understanding will lead to internal as well as international peace and cooperation. In this attitude lies the great hope of mankind for a better, progressive, prospective and prosperous world.

Thus a man using his critical thinking will undoubtedly make himself a better husband, a better father and a better citizen.

# The Value of Audio-Visual Aids

By Yashu M. Mehta.

**P**ERHAPS the most significant development in Indian education in the last fifteen to seventeen years is the attempt to match qualitative improvement with quantitative expansion. The educational system is in a stage of transition. To improve the qualitative aspect of education audio-visual aids have proved more effective than any other source. Hence it is absolutely necessary for teachers to get a clear idea of the importance of audio visual aids in the class-room. To improve the qualitative aspect of learning and instruction, teachers have to learn and understand the use and value of audio-visual aids in education.

In view of the numerous advantages to be gained from the effective use of audio-visual materials in the class-room, it seems strange that they have not been used by the teachers. It may be that many teachers do not realize the effectiveness of these aids to instruction or are afraid to experiment along a line that may seem to be a radical departure from usual procedures.

It would be worthwhile to do some research work on the importance of audio-visual aids in education. It will throw some light on the use of audio-visual aids and explain their importance to our teachers.

## Importance of audio-visual aids in Education :

"A visual aid properly used cannot justly be regarded as supplementary teaching; they are funda-

mental," says Dr. Wesley. With the wide development of audio-aids we might reasonably revise his statement to apply to audio-visual aids as well. Audio-visual aids "properly used" furnish experience, facilitate association of objects and words, provide authentic information, stimulate the imagination and develop the pupil's power of observation.<sup>1</sup>

## What is audio-visual instruction ?

Audio-visual instruction may be traced through the educational history of mankind. In primitive times boys were taught to hunt and fish and girls to cook through imitation, observation, and participation, correlated with the necessary language explanations. Man's earliest records were picture records. Neolithic men drew pictures to warn and to inform. The early Greek and Roman teachers utilized the school journey, the sand table as a black-board and real objects in their instructional procedures.

In a technical sense audio-visual instruction is a term used to designate an extensive variety of devices such as moving pictures, slides, radio, recordings etc., which are used by teachers to transmit ideas and experiences through the visual and sensory organs. However, in school practice, the term audio-visual instruction has taken on a broader meaning. Audio-visual instruction includes the use of charts, diagrams, field trips, models, exhibits, mock-ups, demonstrations, posters, stereographs, photographs, objects, specimens, black board

1. Camilla Best, Audio Visual aids are fundamental in social studies, Instructor, 63 : 35-36, January '54.

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sketches, bulletin board, etc. We find evidence of a consistently growing emphasis on the use of audio visual techniques and materials to disseminate information, develop skills and communicate ideas and attitudes.

Audio visual materials are valuable in the successful teaching of practically every subject and at all levels of instruction. The use of the concrete and realistic have been prominent in the educational systems developed by many great educators:<sup>2</sup>

1. Comenius, in the seventeenth century, advocated learning from the world; he also made use of illustrations to visualize subject matter in his *Orbis Pictus*.
2. In the Eighteenth century, Pestalozzi used the school journey or field trip for observation, and object material for sensory experience.
3. In the Nineteenth century, Froebel stressed sensory instruction particularly that through sight and touch.
4. The modern twentieth century idea propounded by Dewey of making the school more than a preparation for life by actual living has again brought visual instruction into prominence.

These educational leaders stressed the relation of sensory experience to the learning process.

Indeed, visual education to-day is neither a fad nor a fetish, but the culmination of consistent progress throughout 800 years. Modern inventions and modern techniques have in no way altered its fundamental philosophy. Rather, they constantly present an ever widening opportunity

which requires, perhaps even demand a thorough investigation on behalf of teachers and students in every field.

#### Purpose for using audio visual aids :

The specific instructional techniques that the teachers should employ in connection with audio visual aids will depend upon the purpose for which he is using the aid.

The chief purposes may be classified as:-

1. Introducing or previewing.
2. Clarifying, supplementing and enriching.
3. Reviewing and summarizing.
4. Evaluating.

#### Values in audio visual instruction:

The first teacher who used a picture or a diagram to make his meaning clear to his pupils did so because he realized instinctively that mere words were insufficient to create the desired impressions in the minds of his listeners. The child is born without a vocabulary; each new word he acquires has meaning for him only through association with some object or experience. Many of the words we must use in imparting instruction to pupils are wholly unfamiliar to them and therefore without meaning unless we can also supply the objects and experiences that will enable them to make the correct associations. While audio visual aids cannot be used as a substitute for teachers, they can do something that the teacher cannot do; stimulate interest in the topic, make the subject real, meaningful and practical, help teach proper attitudes towards present economic, social problems.

Audio visual aids provide the concrete experiences which are essential to enriched learning. In

2. McClusky. *Audio visual teaching techniques* Dubuquw: Wm. C. Brown company 1949, 17-26.



providing the concrete experiences essential to learning, audio visual material are valuable on the associative level of instruction, not only to give meaning to words and to symbols such as numbers and map signs, but also to clarify ideas involving higher abstractions. Audio visual materials may be used to combat the temptation to over verbalize instruction. Audio visual materials systematically used serves to offset the tendency to over emphasize the verbal in teaching.

Audio visual materials are of value to the teacher in the accurate communication of ideas, pictures, charts, models, etc., particularize word and number concept. Audio visual material is valuable in demonstration teaching. Audio visual materials "speak" a universal language.

Audio visual instruction gives accurate thinking by (a) furnishing some of the basic raw materials for thought, (b) helpful in directing attention. Analytical diagrams, sketches and layouts are useful devices for keeping the attention centred on the problem, (c) may be used to clarify symbolic concepts by relating them to concrete situations.

Audio visual instruction contributes to the development of attitudes. They may be used to arouse the emotions and feelings. We believe what we "see."

The values in audio visual instruction, apply to the four major types of learning, namely, the development of motor skills, building associations, solving problems, and creating attitudes and appreciations. To use audio

visual materials wisely in terms of these values is to teach effectively.

As a result of study, research and successful practice, educators have come to realize the importance of interest and motive in relation to learning. Children,<sup>3</sup> largely because of their limited experience and lack of knowledge as a basis for understanding and appreciating are not interested in the abstract or far away. Visual instruction can play a very important part in helping to stimulate wholesome interest in subject matter. Every school-room, therefore, must provide abundant, concrete, legitimate appeals that will lead children into new educative experience.

#### Different kinds of audio visual aids :

##### a. *Basic audio visual aids :*

The black board, The bulletin board, Pictures, Photographs, Prints, Cartoons, Posters, Globes and Maps, Charts : tables, diagrams, graphs. Realia : objects, specimens, models, sand tables, exhibits.

##### b. *Projection equipment and materials :*

Opaque projector, slides, films, filmstrips, stereographs, and stereoscopes.

##### c. *Activities :*

Dramatizations. Field trips: local, community, tour.

##### d. *Sound :*

Radio, Recording, Motion pictures, (Do not have television in India)

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3. Dorris *Visual Instruction in the Public Schools*, Ginn and Company 1928. P. 15.

#### Boys to Learn Home Science

For the first time, five boys have been admitted in the College of Home Science, Hyderabad, this year as an experiment. While there had been no bar in the rules to admit boys, the Home Science College had been giving admission only to girls all these years. When it was attached to the Agricultural University this year, 20 boys applied for admission.

# Recruitment of Teachers

By Rev. Dn. P. George.

**A**LTHOUGH some attention has been paid in our country to the question of teachers, it is unfortunate that very little has been done in the field of recruitment of teachers. Very often recruitment of teachers has been confused with selection of teachers. This confusion seems to arise from an inability to distinguish between two aspects of the total problem of recruitment and selection, namely, the quantitative aspect which is related to the question of recruitment, and the qualitative aspect which is related to the question of selection. It is evident that unless definite and effective measures are taken to recruit promising young men and women to the teaching profession, it will not be possible to have a really efficient army of teachers. To make good selection possible, it is essential that the supply of volunteers should exceed the actual demand for teachers.

The problem of recruitment will have to be carefully thought out and systematically organised. There are some sound principles of recruitment which could be profitably kept in mind in working out such a programme. The first principle is that of ensuring proper co-ordination of efforts. In recruiting young men and women to the teaching profession co-ordinated efforts are necessary on the part of all who may be interested in the programme--the educational administrators, the training colleges, the universities, the schools and other interested agencies. Secondly, it is necessary to tap all the existing possible sources of teacher supply. An effective recruitment programme will

therefore touch universities, schools, colleges, employment bureaus and all kinds of other social welfare agencies from the ranks of which an adequate supply of good teachers may be drawn. Thirdly, it is important that in such a campaign for recruiting good teachers, lay groups as well as professional people should be involved and parents constitute perhaps the most important of such lay-groups.

In the selection and appointment of teachers in government schools, the matter will be settled by the public service commission on the basis of recommendation of the Education Department. But in the case of private schools the power of appointment is either with the manager or the managing committee who safely overlook the recommendation of the headmaster, by appointing a History teacher in the vacancy of a Mathematics teacher. Usually the headmaster will be approached to adjust the work somehow or other.

Every teacher newly appointed should be on probation at least for a year. During the probationary period the headmaster gets a chance to calculate the work of the teacher and to decide whether he is fit or misfit. During this period, the teacher can terminate his services by short notice if he does not like the work. At the end of the probationary period the question of confirmation comes up and again the headmaster is to be

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consulted. It is the duty of the teacher to insist on the period of probation being clearly defined. For both teachers and management it is better to have conditions of terms of service as carefully laid down as possible.

If a teacher comes from another school very often he may take with him nicely worded recommendations and testimonials. Perhaps only such documents could get rid of him from the institution. Such teachers should ask to engage the class for two or three days in the school before taking a final decision. This gives the headmaster an opportunity to see whether the observations made by others are correct. There is also another point in favour of the teacher who comes like that. The teacher who succeeded in one school need not succeed in another school.

In educationally progressive countries like the U. S. A., the task of recruitment is taken quite seriously, and through organisations like the Future Teachers of America, which have their branches in schools, colleges and teacher education institutions, a great deal of healthy and useful propaganda is carried on through discussion groups, conferences, film shows etc. to recruit capable young people to teaching.

The employing official who attempts to obtain well-qualified teachers to fill existing vacancies needs to base his final decision upon certain criteria of judgement which vary with local conditions. The experience and the professional standards of the employing official also may affect his decisions. However, among certain factors that are accepted generally as important bases of teacher recruitment are included personal characteristics, kind and extent of training, amount and kind

of previous teaching experience, sex, age, marital status, willingness to live in the community, reputation among professional associates and personal prejudices. In addition, a written test to determine competency may be administered as a selective requirement for teacher placement.

Apart from the information that can be secured from the candidate himself by way of the letter of application, application blank and interview, there is a body of information concerning the candidates, personal characteristics and habitual behaviour that it is the employer's right and responsibility to ascertain as accurately and as fully as possible. Such information usually can be secured best from individuals who are acquainted with the candidate, either professionally or socially. However in so far as candidates for the teaching profession are screened in terms of desirable teacher qualifications, are thoroughly prepared academically and professionally, are certified intelligently and objectively, and are selected wisely on the basis of fitness for a particular job, teacher mortality will decrease materially except as teacher turnover results from teacher promotion.

The S. E. Commission has recognised the importance of paying attention to the problem of recruitment which has been so badly neglected in the past. It stresses the fact that the quality of recruits to the teaching profession will remain poor as long as the condition of service and the emoluments in the teaching profession remain unattractive, and it makes a number of suggestions for improving the existing state of affairs. The commission, however, has failed to indicate what definite steps could be taken at school and at college to encourage promising young people to join the profession.

# Guidance - A Co-operative Enterprise

By Shri Abdul Khuddus.

## I

**G**UIDANCE is a new movement in our country. It is comparatively of a recent origin; consequently it has not as yet reached the common man. There have not been concerted efforts at trying out Guidance principles and practices either at the university level or at the secondary school level, though attempts are being made now in the State to organize Guidance services in certain Secondary schools.

Guidance is sometimes considered—rightly or wrongly—as exclusively the specialist's affair, the benefits of which could be had only by a few. This is just the result of

### Recruitment of Teachers

*(Continued from preceding page)*

We can conclude that an active, co-ordinated and well-regulated programme of recruitment can help in raising the quality of teachers and of teaching in our schools. There was a time when educational administrators in the country were greatly perturbed about obtaining an adequate supply of teachers for our expanding school system, and there were talks, with arguments for and against, about having recourse to conscription for this purpose. Today, the position is not so gloomy. Many promising young men and women are taking to teaching and that many more will be forthcoming if the satisfaction and the compensations to be found in teaching are made known to them as much as the drawbacks and the hardships. And this is the heart of the problem of teacher recruitment.

a misunderstanding. Guidance never implies that it is intended for a select few—a handful of gifted or backward children. It is as much the right of the average child to get guidance as it is that of the gifted child or the backward child. A discussion on this aspect however, is not now attempted in the present paper.

The former aspect of the above misapprehension viz., Guidance is only a specialist's affair, implying thereby that others do not have a say in it, is completely meaningless and without foundation. It is instead a cooperative effort. In this paper an attempt is made to substantiate how cooperation is sought by all those concerned with the total development of the child during the various levels of his growth and development—his growth at the family level, the school and college level and finally when he is a grown-up adult seeking a job.

Guidance, it may be noted, does not mean giving assistance in the sense that one gives assistance and the other takes it. It does not also mean spoon-feeding the child with extraneous information. It is something more than all this. It may briefly be considered as a process of assisting the individual to develop himself fully to his maximal potentialities. It is just a common observation that child development is multidirectional. There takes place simultaneously in the child physical and mental growth, emotional develop-

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ment, intellectual development and finally social adjustment. Though the parents, particularly in the stages of infancy and early childhood, by and large usually look to the proper development of the child in all these aspects, still they need the assistance of others—sometimes assistance of specialists like the Doctor, the Psychologist and the Psychiatrist to help develop their children freely and properly whenever they notice (i) improper physical growth, (ii) emotional disturbances, and (iii) inadequate social adjustment. All this clearly reveals that guidance even at such early stages as infancy and childhood, is a co-operative effort if we understand Guidance as a process of assisting the individual to develop himself fully.

## II

In a similar way, guidance in schools is not certainly a one man's affair. Formerly, elementary schools were considered to be responsible for giving instruction in the THREE R's and secondary schools considered themselves responsible for preparing children for the college and the University. But in recent days vast changes have taken place at all levels of education; and the impact of these changes has increased the responsibility of schools for guiding the total growth of the child, the whole development of each boy and girl being considered as the important function of any modern school. Modern society now expects schools not only to train its youngsters in such skills as "communication and computation," but also to help develop personal, social and vocational competence. Modern education offers such a wide variety of school subjects at the secondary level that a pupil at such a tender age as 13 or 14 years cannot be expected to make

wise choices; so is the case in respect of choosing a college course or deciding upon a training facility from a formidable list of opportunities available in this country. All this requires a careful understanding of the pupil in all aspects of his development—particularly his abilities, his aptitudes and his interests and then render him such guidance as would help him to make wise decisions. This is no easy task for any single teacher, nor even to a specialist left to himself. Such a thing often requires active cooperation between the pupil and the teacher, the teacher and the parent, and finally between the teacher, the parent the administrator and the specialist.

Besides, during the school life of the child, it is not uncommon to come across certain behavioural problems. And the teacher cannot afford to ignore them on the plea that his duty is merely to teach, the modern emphasis on school education being development of the total personality of the child. At times the teacher may be constrained to refer such problem cases to specialists—the psychologist or the psychiatrist as the case may be. Viewed this way too, Guidance can be seen to be a completely co-operative programme.

## III

Ultimately every person may have to find his place in one job or another. With the rapid industrialization of the country, job opportunities have very much increased. This increase in the number of potential vocations has increased the difficulty of selecting a vocational area, consistent with the individual's interests and aptitudes. But understanding of the individual's aptitudes and interests is not an easy task. For this the employment officer may have to refer to



# Marriage Counselling

*Shri Bishamber Dass Gupta,*

**A**MONG problems of social interaction, marriage is an important one. It is essentially a necessary institution in a civilized society. It is, a religious sacrament. When married, human beings unite not only for the sex act, but for life-time. It is, therefore, to make marriages happy that suitable matches need to be contracted. But the state of affairs, which exists in our country, is the most deplorable one. Hence, the importance of marriage counselling, especially in India, can hardly be estimated.

Through the ages, astrology has been accepted in our country as an essential tool for the selection of life partners. Most of us believe that it determines marital affinities. That is why a proper study of the horoscopes of both the bride and the bridegroom is made. But astrology can hardly be accepted as an exact science. It is not like physics and

chemistry, for instance. Much of it remains a mere guess-work. We have, therefore, to turn to other agencies to see if marriages turn out happy or otherwise.

Marriage counselling is a novel idea of the present century. It is being widely adopted in many foreign countries. America has started counselling centres in most of her towns. There are regular courses for training selected men in marriage counselling at some of the universities. It is, however, sad to note that not a single marriage counselling centre has ever been set up in our country. Most of us, therefore, make inappropriate choices in regard to the selection of the partners, resulting in frustration and disillusionment. It is in view of complexity of the

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*(Continued from preceding page)*

psychological test results, if any; failing this he may have to fall back upon teacher's impressions based upon a series of observations made over a period of years. If instead job placement is done without reference to the individuals' aptitudes and interests, such a job placement would be short lived and would result in drifting from one job to another resulting in wastage of National economy.

To avoid such a wastage of National economy, it is quite desirable that Guidance services be started in all schools and colleges. These services should on no account be regarded as having been imposed on schools,

colleges, but should be regarded as integral part of any educational programme, the entire school or college staff, the teachers, the administrators and the inspectors co-operating among themselves and co-operating with other outside agencies like the employment services. Guidance is a continuous process, and its successful implementations could be possible only through organized co-operation between all concerned with the total development of the child—viz., the educational institution, the guidance specialist, the employment services, the Government and finally the community at large.

marriage problem in our country that marriage counselling, thus, needs to be taken up immediately in India.

#### Need Of a Counselling Bureau :

There should be an organization of this type at the State level. It should have a two-fold task of training personnel and preparing research workers. Trained counsellors should be fully equipped with the new knowledge gained by the research workers from time to time. There should be a well equipped library attached to the research section of the Counselling Bureau. Research needs to be undertaken on problems such as :-

1. Early marriage—its main defects,
2. Religion-Ridden marriage,
3. Love Marriage,
4. Late Marriage,
5. The ideal age for marriage,
6. The Dowry custom,
7. Inducing the "Unfit" not to marry,
8. Sex Physiology and Anatomy.

Counsellors can create confidence in the minds of the counselees, only if they have a clear grasp of these problems. This is possible if they keep in touch with the research workers, who arrive at certain positive results by interpreting the data as collected by them.

Marriage counselling Bureaux should be set up in all States of our country. They should be financed by both the State Governments and the Central Governments. Our people can also contribute something towards the fund allocated for this purpose, if our State Governments take the lead.

#### Opening the Marriage Counselling Centres :

Along with these Bureaux, marriage counselling centres should be started somewhere in some parts of our country. Their number can be increased, if the people feel that

they meet their requisite needs. A few of them, if set up on experimental basis, can show their utility and social usefulness. In case they yield positive results, some more can be opened.

A proper counselling programme provides for the following in a counselling centre :—

1. A marriage counsellor,
2. A psychologist,
3. A social worker,
4. A physician,
5. A data compiler,
6. A well-equipped library.

Of all, the marriage counsellor is a key figure in the whole programme. He listens to the individual's own analysis of his problem, asks pertinent questions, supplies the requisite information and help him to plan his solution more thoughtfully than would be possible without such a help. The precise techniques and devices of marriage counselling vary from counsellor to counsellor, depending partly upon the time available to the counsellor and partly upon the nature and complexity of the problem.

The counsellor does his job in a manner that strengthens the competence of the individual being counselled. He looks at the problem, from all sides. The health-aspect of marriage, the age-aspect, the character-aspect, mental qualities of the partners, the heredity-factor, the status-factor, compatibility of temperament—all are considered.

As for the health-aspect, a physician is the best person to help. The heredity-factor is significant in its own way. Young men and women should never be tied down to partners who later on run mad. Compatibility of temperament is the real clue to satisfaction in marriage. A

( Continued on page 137 )



## The Teachers' Day

THE Teachers' Day has been celebrated this year as usual, on the 5th of September, the birth day of our revered Philosopher-President. The Message of the Prime Minister, broadcast on the occasion this year, is a significant document which deserves the careful attention of all teachers and educationists as well as other members of the general public interested in education and the Teaching Profession. It is reproduced elsewhere in these columns.

THE message declares that not only had 'the teacher enjoyed a place of honour and respect under the ancient Indian Culture, but even now 'he plays a vital role in the crusade against ignorance and illiteracy' which has to be carried on to a speedy and successful conclusion, if we are to expect any adequate improvement in the standards of education and any considerable success for the Plans and programmes undertaken, of social and economic development. 'It is essential therefore', in the wider interests of the nation and its progress and prosperity, 'that he (the teacher) should be well looked after by the community.' It is necessary for the community in its own interests, to take steps to ensure the well being and contentment of the teacher and

thereby enlist his willing and enthusiastic co-operation in the attempts at national re-construction and development.

THE Message goes on to deplore that 'unfortunately, until some years ago the economic and social status of the teachers in this country left much to be desired' and to claim that 'after the attainment of Independence a number of schemes were initiated by the National Government with a view to improving the salary scales and conditions of service of teachers.' It is then admitted that 'their efforts did not meet with the desired degree of success, *because of financial limitations*' and thus, it is explained, 'it was then decided to channelise philanthropy as a supplementary source for the welfare of the teachers', through the establishment of the Foundation for the Welfare of Teachers.

IT is therefore clear that in spite of the recognition of the vital role to be played by the teacher in the present and the realisation of the need to improve his social and economic status, financial limitations stood in the way of the effective implementation of adequate measures for achieving the purpose and it has been decided to indent on public charity

as a supplementary source for the same.

**THIS** statement has only to be examined against the background of the Priorities and provisions allotted to Education among the various departments of national development in the successive Five Year Plans, to reveal the wide gap between pious professions, or perhaps intentions, and actual performance.

**THE** objects of the Foundation are then declared to be (1) the provision of financial assistance to those teachers and their dependents, who may, due to circumstances beyond their control, find themselves in financial distress and (2) the grant of suitable amounts on their retirement, to such selected teachers, as have rendered exceptionally meritorious services. It is further confessed that though 'the response from the public since the establishment of the Foundation has been encouraging, much more remains to be done before the target set for the corpus of the Foundation is achieved.' It may be noted that the target set is Rs. 5 crores and the total expenditure of each of our Five Year Plans runs into thousands of Crores. And also after several years of effort on a national scale we are still very far away from the Target.

**THESE** declared objects of the Foundation themselves reveal that the salary scales and conditions of service of teachers that now obtain are such that several

members of this highly esteemed profession, playing a vital role in the present programme of national development, in spite of the best efforts of the National Government, up to the limits of their financial resources, ever since the attainment of Independence, are in such circumstances of financial distress as to be in need of relief from these funds collected by channelling philanthropy. We have to note further, that the contributions to the Welfare Fund are collected by the sale of token flags distributed to the several schools and colleges and purchased mostly by the teachers themselves and their students. It is to be hoped that the status and prestige of the teaching profession will rise thereby.

**IT** is reported that 44 Elementary School teachers and 47 Secondary schools have received the awards of Rs.500/- each this year. It is not known how many teachers, if any, and to what extent, obtained relief from financial distress out of the Welfare Fund.

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### Students and Mob Psychology

**THE** reports which appeared in the Papers early in September, of the conduct of the Orissa students who 'invaded' the State Assembly premises, beat up Policemen and man-handled public officers and forced the Legislature to adjourn in a hurry, must have shocked every educationist and responsible citizen in the country, interested in the

rising generation and the future of the country. But no public condemnation of the conduct of the students or comment on the incident has been published so far by any authority of the University or the Legislature or the Government of the State or any prominent leader of public opinion in the country, except for the laconic statement by Mr. Biju Patnaik, former Chief Minister of the State who said 'that he was deeply ashamed that the citadel of democracy had been invaded and the prestige and sanctity of the House was reduced to dust' which too does not say anything of the conduct of the students.

IT is not the first instance of hooliganism and mob behaviour by students in recent times, and such incidents should not be allowed to pass unnoticed. On the other hand they should serve to rouse the public to a realisation of the alarming proportions to which indiscipline among students is developing and the ugly anti-social directions in which it is manifesting itself and the significance of the same to the future of the country.

THE violent demonstration is said to be the sequel to a scuffle between a student and a Bus Conductor. The Driver of a transport bus was beaten up near the Bus Stand close to the Police Station in the course of the demonstration. Four buses of the Road Transport Company were damaged. It is alleged by the students that in the scuffle

between the bus conductor and the student which was the starting point of the trouble, the student received a bleeding injury on his face. Within a few hours hundreds of students rushed to the Assembly, some of them entering the Visitors' Gallery with shouts and slogans. The Deputy Speaker who was presiding hurriedly adjourned the house and rushed into his Chamber. The entries to the Assembly Hall were closed to prevent further onrush. But the students, who had already entered, went round the Assembly premises, beating up the policemen and officers, breaking doors and windows, man-handling sergeants. Some of the policemen on duty remained silent observers though some of them were beaten by the mob. It is reported that after two hours of this pandemonium, the Chief Minister approached the students with folded hands and invited their representatives to meet him. The demonstrators entered the Assembly Hall, held a mock session and damaged microphone equipment and telephones. The damage to property was estimated to be worth Rs 1 lakh.

THE incident at the origin of the whole demonstration reminds one of a similar phenomenon at Waltair some time back. Such incidents cannot be ignored or passed over as extreme cases of student indiscipline. They reveal a dangerous psychology which is spreading among the students that they constitute



a distinct section of the community, which, on account of its numerical strength, if only they are united and cultivate a sense of loyalty to it, can afford to take the law into their own hands whenever they feel they have a grievance, or their prestige is affected, and defying the duly constituted authorities for the maintenance of law and order, and even the Legislatures which control these authorities, indulge in anti-social activities and hooliganism, with impunity.

**N**O wonder their behaviour in the gathering during College functions and on the field at times of tournaments is the behaviour of a mob without any standards of decency or propriety or fair play and the Staff and Principals feel helpless and reduced to the position of mere spectators without any inclination or capacity to control them.

**T**HIS is a very sorry state of affairs and augurs ill for the country. The situation demands careful thinking and vigorous action on the part of all concerned, educationists as well as leaders of public opinion.

### Public Speaking

**I**N an article published in the September Issue of Andhra Pradesh, Sri K. Brahmananda Reddy, Chief Minister of Andhra, deploras the glaring fall in the standards of public speaking and suggests that this trend may somewhat be checked if public speaking is made a compulsory subject in the curricula of schools and colleges.

**T**HE suggestion seems to imply due recognition of the fact, obvious to every teacher and any one in touch with the co-curricular activities in our schools and colleges that very few of our students evince any interest in the art of public speaking and without compulsion it will not be possible to induce any considerable number of them to cultivate the art. It is one of the major items of the professed objectives of our Students' Unions but the meetings organised for debates and speeches, by the teachers, or even by distinguished visitors, and invited guests, are the least popular of all the meetings of the associations. The attendance at such meetings is very meagre and even the few that attend do not take the proceedings seriously and it is with great difficulty they can be induced to give a respectful hearing to the speakers and to behave properly on such occasions. It is neither feasible nor desirable to make such an unpopular activity a compulsory subject in the curriculum and a subject for examination. It is not fair to inflict on all as compulsory an activity which requires some measure of natural aptitude and talent.

**A**FTER all people, young or old cultivate those arts and exercise those faculties, even if they possess aptitude and talent for them, only when they see that they are valued by the community. In the days of the National movement for political freedom, eloquence in English in

the earlier phase when the movement was more or less confined to the English-educated intelligentsia and in the regional languages, in its later phase, when the masses began to participate in it, was very popular, and highly esteemed, and very many endeavoured to cultivate the art of public speaking assiduously, at School and College, and even later they passed out of them. After the attainment of Independence there was no longer such need for eloquence which appealed to the emotions of the audience and moved and inspired them to serve the country and suffer for it. The system of Parliamentary Democracy, which has been established, requires for its successful functioning high standards of persuasive speech and cultivation by the representatives of the people in the Legislatures and aspirants to the role, of the art of public speaking. But unfortunately, it is felt increasingly that popularity, prestige and prospects in the public life of the country, in the present phase of our history, do not depend, to any great extent, on eloquence or argumentative power or proficiency in the art of public speaking. It is natural for the ambitious and aspiring youth to cultivate talents which are valued by Society and which are found to lead to positions of power, prestige and popularity.

**M**OREOVER the Language position is also responsible to some extent for the lack of en-

thusiasm among the students for cultivating even the power of decent and elegant expression, which is always necessary in any walk of life. Their standards of attainment in the English language are so hopelessly low that it is very difficult to find now-a-days in any high school or even a degree college some times, even a few students who can by themselves frame a few sentences of introduction or thanksgiving on occasions. The Regional Languages have not yet attained in actual practice, the prestige and honour of being used as the medium of the proceedings of annual gatherings. Further we can not say that standards of public speaking in Telugu have gone down appreciably.

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## Readers' Forum

### A New Brand of Education

*Sir,*

Whether or not India could do with a new brand of national integration she could certainly do with a new brand of education and with this end in view our Union Minister of Education has been doing some research in Russia and we should patiently and sympathetically await the result of that research.

Before "Holy Russia" became Soviet Russia, her elite were being cultivated through her great writers — Puskin, Dostoevsky, Tolstoy and others, but since becoming communist the Soviet has been harnessing Russia's writers for Communist propaganda and thus reducing them to mere pawns on her political chess-board. Nevertheless, Russia is fundamentally cultural and fundamentals will out. Our Union Minister of Education has been struck by some of these fundamentals, may be because they beat in consonance with his own that appear to be more cultural than political. Anyway, it is obvious that education in India is having a good shake-up. General discontent with the system that has been under criticism since the beginning of the century is coming to a head and the question is: Should not education be more cultural than it has been in the recent past? In other words — more qualitative. Is India not being over-educated on wrong lines and at the same time being undercultivated on right lines?

**Norah Richards,**

Andretta, Kangra Valley, Punjab.

### God Father Scheme

*Sir,*

It is indeed a fruitful venture of the Director of Public Instruction, Madras to have instituted the God-Father scheme, as a valuable means of producing and maintaining integration between a High

School and the surrounding Elementary Schools, in an area. It is a scheme that is well worth the trial; and it is bound to offer a bumper harvest. All that is required will be a spirit of sustained and selfless service through friendly consultations and some well spent two Hours per month. Integration is the only means to give salvation to the present tussle between the Elementary School syllabii and that of the High School, and between that of the High School and the Pre-University syllabii at various levels. A constant vigilant eye kept on the dark spots in subjects, syllabii and the methods of Teaching at these three levels will surely bring almost the desired synthesis.

All the international Associations such as the Y. M. C. A., the S. C. M., the Rotary, the Lions Club, etc. always harbour this kind of robust spirit and foster schemes of any kind of co-operative endeavour with the less advanced youth of the land. If we could only pursue similar methods, with a sense of continuity and intelligent active interest, the 1900 High Schools can contribute substantially to the improvement and self advancement of the teaching materials in the 5000 Elementary schools in Tamilnad, at the rate of one High school covering the academic interests of 5 Elementary schools. Changes of methods in the Art of Teaching, and additions of appropriate matter at the weak spots in the syllabii of certain subjects ought to engage the staff's chief attention.

This spirit of toning up Elementary school education, and later improving that of the High Schools will surely ease much of the confused systems of Theory and Practice found at the Collegiate level in the Pre-University class and the Degree classes. This God-Father Scheme promises to be a project full of Great Expectations.

Uthanapalayam.

Gnat Us Absalom.

### Hindi Medium

*Sir,*

I have read with interest your balanced judgment in respect of introducing Hindi as optional medium in the

Competitive examinations for the All India Services. While appreciating the enthusiasm of the Central Government in installing Hindi on the Gadi as the language of administration, one finds in the move more fanaticism than the real spirit and sincere intentions that should help the development of Hindi. The people in the non-Hindi areas have painfully realised and become increasingly conscious of the subtle mischief wrought by the Hindi enthusiasts to be at vantage point over others.

None refutes the idea of studying Hindi and making it a national language but the attempt to make it an official language all of a sudden and adopt it as a medium for U. P. S. C. examinations is fraught with dangerous potentialities of disrupting the unity of the country. But the fact remains that no regional language, as it is now, can take the place of English for years to come; nor can it be made the medium of instruction in higher education. The experiment made by the Madras State in some of the Government Colleges using Tamil as medium, has proved to be a dismal failure and the Government has again introduced English medium. This is an instance in point.

The enlightened parents in our democracy have the clear inclination to give their sons and daughters education through English medium. As such any Government fiat or legislation or political pressure cannot bring about the change in what the people consider to be good for themselves. Against this background Shri P. G. Gajendragadkar, the Chief-Justice of India, has appropriately stated: "Considerations of community of thought and ideology which has sustained the unity of India are of such fundamental importance that the sentimental attachment to the regional language should take a subordinate place." In keeping with this you have rightly concluded that the "progressive use of Hindi for official purpose of any kind in place of or even along with English with willing consent and full co-operation of the non-Hindi areas will be 'wisdom and safety and national integration' and any other way

leads to fears, suspicions and controversies and an opportunity for disintegrating forces." English must continue with no loss of prestige and Hindi will develop of its own accord. Compulsion will lead to confusion and commotion.

R. S. V. Rao,  
Madras.

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### Marriage Counselling

(Continued from page 130)

harmony of tastes and interests of the contending parties is essential. If the wife is literate, and the husband illiterate, the marriage tends to prove a failure. Both of them must have respect and sympathy for each other. The job of the counsellor, thus, is the most complex one. But assisted by a psychologist, a social worker, a physician and a few others, he runs his work smoothly. He should, however, be a man of a good calibre and integrity.

### Conclusion :

In brief, marriage counselling is the process of helping the people to make good marital adjustments. It is essential in a country like ours, where examples of unhappy marriages can be multiplied. The object of marriage, according to Spencer, is to give society healthy children without putting undue premium on the physical welfare and happiness of the parents. Agreeing with Spencer, Havelock Ellis, Ellen Key and a few others say that the eugenic point of view must never be forgotten. This will, however, remain a sheer impossibility without a proper marriage counselling.

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# THROUGH DIFFERENT STATES



## DELHI

### SOVIET TEACHERS FOR INDIA

Fifteen Russian language teachers will be arriving in India shortly for an initial term of two years, under a contract signed on August 26, between the representatives of the Union Ministry of Education and the "Techno-export", a Soviet national body in charge of exchange of teachers and technical men.

### SCIENCE & TECHNOLOGY INDO-U. A. R. PACT

An agreement was signed between the Governments of India and the U. A. R. for close collaboration between the two countries in the fields of science and technology. Mr. M. C. Chagla, Union Minister of Education, signed on behalf of the India Government and the U. A. R. Minister of Scientific Research, Mr. Ahmed Riad Torky, signed on behalf of the U. A. R. Government.

A supplement to the Cultural Agreement of 1958, the present agreement provides for exchange of scientists and technologists, their placement for research and training and financial obligations of the two Governments on a mutual and reciprocal basis.

The other important provisions of the Agreement include grant of fellowships to scientists and advanced students of technology, import and export of scientific equipment and exchange of literature and publications between scientific documentation centres, libraries and museums in India and the U. A. R.

### MID-DAY MEALS FOR CHILDREN

Dr. Sushila Nayyar, Union Minister for Health, said that the Ministry

of Education had given priority to the scheme for providing mid-day meals or milk to children. The scheme would cover 8.5 million children during 1964-65.

## ANDHRA PRADESH

### HIGHER TRAINING IN U. S. A.

Under the the participant training programme of Kansas State University and U. S. Agency for International Development, nine staff members have been selected from the Agricultural, Veterinary and Home Science Colleges of the Andhra Pradesh Agricultural University for higher training in U.S.A. They left Bombay on August 30, for Manhattan, Kansas.

The objective of the training is to improve existing teaching, research and extension methods in Andhra Pradesh and other States and will cover many important fields in agriculture, animal husbandry and home science.

### TRAINING OF THE HANDICAPPED

A scheme for training physically handicapped women and children, the aged and the infirm would be implemented in the Corporation limits of Hyderabad and the Darsi (Nellore District) Panchayat Samithi.

Mr. B. R. K. Sastry, Director of Social Welfare, said that 75 percent of the cost of the scheme would be met by the Centre and the rest by the public. A bureau would be formed in each of the two specified areas. Administrative charges would be borne by the Government. The Centre has allotted Rs. two crores for the entire country for the remaining period of the Five-Year Plan. The State's share is likely to be Rs. 20 lakhs.



### DT. STAFF COUNCILS

The Government has issued orders forming District Staff Councils on the pattern of the Andhra Pradesh Civil Services Joint Staff Council.

The Collectors of the districts will be the chairmen, the personal assistants to the collectors will be the secretaries, and among six other district official heads, the secretaries to Zilla Parishads will be the members on the official side. The staff side will consist of two representatives of the State Teachers' Union, and two of the N. G. Os.' Organisation and two from Class IV Employees' Association.

### MADRAS

#### EVENING CLASSES : MADRAS 'VARSITY PROPOSAL

Sanction for the opening of evening colleges in certain existing institutions for pre-university and degree courses has been decided upon by the syndicate of the Madras University. While the examinations to be taken by the candidates will be the same as those for regular students, the duration of the course will be for one academic year more than that prescribed for the regular students. The colleges will work from 5-30 to 8-30 p. m. Women students can be admitted only in women's colleges.

Principals of colleges wishing to open such evening colleges from the next academic year have been requested to forward applications to the Syndicate.

#### FREE EDUCATION POLICY

Mr. M. Bhaktavatsalam, Chief Minister said, on Aug. 23. that the policy of free education did not in any way affect the quality of education in the State. He was presiding over the 129 th annual day celebrations of the Madras Christian College School in Chetput.

The Chief Minister said that though there were a number of schools in rural areas in the State, villagers

wanted a high school in each village as the parents wanted to provide at least secondary education to their children.

### MAHARASHTRA

#### MILITARY STUDIES AS OPTIONAL SUBJECT

The S. S. C. Examination Board proposes to introduce Military Studies in the Optional Group and the details of the syllabus are being worked out.

In this connection it may be noted that the Board proposes to provide for the necessary bias in the syllabus to enable the Naval and Air Force cadets to offer the same at the S.S.C. Examination.

#### P. G. COURSES FOR DOCTORS

A College to provide general practitioners specialisation courses in several subjects has been started in Bombay.

The All-India College for General Practitioners, the first of its kind in the country has been sponsored by the College of Physicians and Surgeons in Bombay.

Dr. V. H. Salaskar, President of the College of Physicians and Surgeons said the college was awarding diplomas in several specialised subjects, most of them after one year of post-graduate course.

### BIHAR

#### MAGADHA VARSITY

The President Dr. Radhakrishnan laid the foundation stone for the new Magadha University at Gaya on August 28.

The site of the new campus is only a few hundred yards from the sacred Mahabodhi temple and is, according to Dr. K. K. Dutta, the Vice-Chancellor, almost at the same place as the ancient "Vajrasana University," which is reported to have flourished during the first century A. D.

## MYSORE

### ACTIVISED PROGRAMME OF HINDI IN MYSORE

The programme for study of Hindi in Mysore State, which took definite shape during the preceding ten years or so, has made rapid progress during the recent past. Hindi has become a compulsory subject of study from Standard VI to X in the schools at the end of which there will be a public examination. It is estimated that every year, on an average, about 25,000 pupils study Hindi to become eligible for prosecution of higher studies with Hindi as an optional subject.

The introduction of Hindi as a compulsory subject led to a large number of teachers being appointed both for senior primary and high schools.

For providing training to Hindi teachers, the State Government opened Training Colleges at three centres. This relieves dearth of trained teachers.

### FINANCE CORPN. FOR MYSORE

The Education Minister, Mr S. R. Kanthi, told Pressmen that the recent conference of Education Ministers held at Delhi had suggested the setting up of an All-India Educational Development Finance Corporation.

The Minister said that Mysore had also been thinking for the last one year to constitute an Educational Development Finance Corporation for the State. If the All-India Corporation was established, the State body would be linked up with it, he added.

## KERALA

### GUIDANCE SERVICE TRAINING

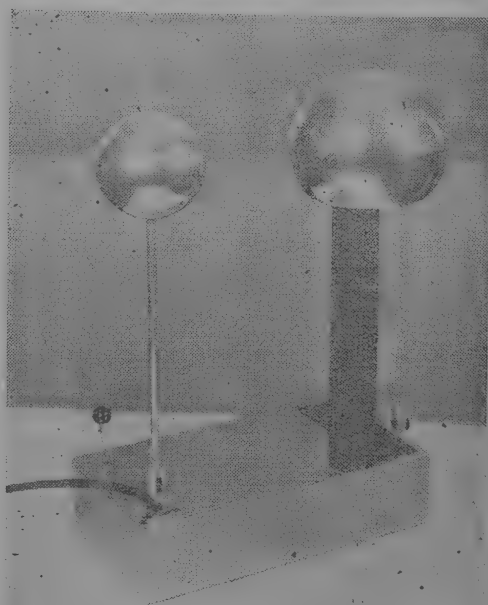
With the training of career masters in the remaining seven educational districts this year, the guidance service training programme will be extended to all the educational districts in Kerala.

The programme this year is to train 280 teachers, 40 for each district.

## KERALA VARSITY'S PROGRAMME

Prof. Samuel Mathai, Vice-Chancellor of the Kerala University, said in an interview that one of the fields in which the Kerala University would like advanced work was done pertained to genetics. He said the University might develop a kind of bilateral relationship with Foreign Universities, especially in some of the specialised fields of medicine at the post-graduate and research level.

He said he had mooted this idea with some Universities in the United States before he attended the third Commonwealth Education Conference. He said these Universities had highly developed medical faculties and interesting programmes.



A new 200,000 volt motorised electrostatic Van de Graaf generator for educational purposes (lower priced) — announced by Morris Laboratory Instruments Ltd., 96/98, High Street, Putney, London, S. W. 15.



# Public Opinion

**Dr. ZAKIR HUSSAIN**

*on*

## **Merits of Basic Education**

Inaugurating a two-day conference at the Madras under the auspices of the Tamil Nad Basic Education Society, on August, 23, the Vice-president said Basic education, which was learning through work ensured this continuity and offered a "fruitful scheme" for the growth of efficient and graceful democratic life in the country.

### **MAIN INSTRUMENT**

Dr. Zakir Hussain said those engaged in Basic education work should not forget that work should be the main instrument of education—it was not an end in itself, but a means to the education or cultivation of the mind. It was also true that all work did not educate, whether manual or non-manual. They should therefore be concerned only with work that educated; work which helped in the cultivation of the mind and in the shaping of character and personality.

He said the Basic school need not be considered as something quite outside the general educational considerations. The peculiarity of the Basic school was that there manual work was the occasion and instrument of educationally productive work. Manual work was chosen to suit the active and practical disposition of the children of 7 to 14 years. In this context, he said Basic education should continue upto the age of 14 and not be cut at 11 or 12 years.

### **CO-OP. SOCIAL ORDER**

Dr. Zakir Hussain said Basic Education sought to lay the foundation for a life of intelligent work in a co-operative social order. It also sought to make education a moral experience and to bring home to the students the conviction that the work or vocation they look up was not just a device for earning a livelihood but was an office

of public service in a Co-operative Community based on the division of labour.

He said the opportunities for spontaneous work did not rule out traditional knowledge and mechanical skills, stored by the community in the course of its history. Educative work should be constantly reinforced by traditional knowledge and mechanical skill.

The Vice-President, said instead of tabooing text-books, the Basic schools should have adequate literature which could be "referred" to by the boys in the course of their work.

As for the criticism of Basic schools he had made some time ago, Dr. Zakir Hussain said there were schools which abandoned the principal ideas inherent in the scheme and built up an "inefficient and insincere" facade. It made him sad. Nevertheless, he was conscious that some of the best work in elementary education in recent years had been done in some of the Basic schools though their number was not large.

He said the principles of Basic education were eminently sound and hoped one day the whole country would be studded with good and genuine Basic schools, if the country was not to miss its destiny of being a Democratic Welfare State.

**Mr. L. N. GUPTA**

*stresses for*

### **Quality Teaching of English**

Inaugurating the Andhra Pradesh English language teaching campaign on September 5, Mr. L. N. Gupta, Special Secretary to the Government, Education Department, stressed the need to improve the quality of English education and consolidate the expansion of education.

Mr. Gupta said that the number of teachers was not enough as a result of which quality of education had

suffered. No significant results would be achieved unless methods of teaching and quality of education were improved. The state Government was deputising some teachers to the Regional Institute at Bangalore. After their training, they would train teachers in the state.

Mr. Gupta said that pupils found it difficult to get used to English teaching in colleges, since they were taught in their regional languages in school. Therefore, they should attain sufficient knowledge of English when in school.

The Government, he said, had permitted the schools to teach science and mathematics in English. Some subjects had to be taught in English.

### **Dr. SAMPURNANAND**

*Opposes*

#### **Education in Central List**

Opposing the idea of transfer of education from the State list to the Centre, Dr. Sampurnanand, Governor of Rajasthan, declared that centralisation of education is almost an unmitigated curse. It deprives the teachers of initiative and makes them too much dependent on others for guidance.

Inaugurating the seventh annual conference of the Rajasthan University and School Teachers' Association Dr. Sampurnanand said the Centre could pay a very useful role as a clearing house of information, and a suitable instrument not only for exchange of ideas but for the exchange of teachers and facilities for research for advanced students.

### **Dr. ZAKIR HUSSAIN**

*Warns against*

#### **Imitation of Western ways of life**

The Vice-President, Dr. Zakir Hussain, expressed misgivings about giving up old patterns of behaviour without creating new ones and warned against blind imitation of the western way of life. He was delivering the convocation address of Srimathi Nathubai Damodar Thackersey Women's University, at Bombay on Sept. 20.

The Vice-President said happiness which brought peace and contentment and which generated goodwill towards others could be felt only by the fully developed person. To ensure happy family life, it must be their endeavour to see that the family consisted of members who had grown and were growing to the full and that there was freedom, confidence and security inspired by good example. Dr. Hussain emphasised that a well-knit family life would make them a peaceful, contented and strong people.

### **MAHARAJA SRI JAYA CHAMARAJA WADIYAR**

*On*

#### **Responsibility of Teachers**

His Highness Maharaja Sri Jaya Chamaraja Wadiyar Bahadur, Governor of Madras, presiding over the Centenary celebrations of the Town High School, Kumbakonam on Sept 20, pointed out that secondary education started shaping the youth in their teens. At this stage the seed of discipline should be effectively sown in their minds to make them useful citizens. This was a task requiring the diligence of the teachers and the understanding of the taught.

The teaching staff should leave no stone unturned to inculcate in the young a sense of discipline—physical and moral, the Governor said. The students, for their part, must utilise to the utmost their opportunities to benefit from education. If the denial of opportunities in education was considered undemocratic, the failure to make use of the opportunities in a proper way would be tragic.

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## THE WAY TO A DIPLOMA

By VLADIMIR GAVRILOV

In the Soviet Union specialists are trained at institutes and universities. The institutes mainly graduate engineers for production work; while workers at Scientific research and higher educational institutions are university graduates. However, the road to science is not closed to institute graduates and many young people go to work at factories after graduating from universities.

All the higher educational establishments of the country are subject to the same rules and enjoy the same rights. Apart from special subjects, all students, during the 5 or 6 years at higher school, study a foreign language, political economy, philosophy, and other social sciences. Attendance at lectures, seminars, and laboratory work is obligatory for all.

The academic year lasts from September-October to April-May and up to June if there is practical training in summer. Students get two weeks of vacations after the January examinations session, and two months in summer. For the preparation of their diploma work they get four months.

### STUDY PROGRAMMES

In the last years study methods have been greatly reformed. The number of examinations at a session has been decreased to not more than five. Some topics have been cancelled altogether, and others greatly reduced. The process of shortening the study week from 42-48 hours to 32-36 still continues. At the same time greater amount of time is given to practical training and scientific work. Higher education has come closer to production.

Projects for the study-term now show more independent thought and better meet the requirements of the country's economy. At the Moscow Power Engineering Institute, for instance, over 60

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This article tells about the organisation of studies in Soviet Higher Schools.

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per cent of the projects are made for meeting the orders sent in by industrial enterprises.

### PRIORITY TO THOSE WHO WORKED

The reform has also affected the enrolment at higher educational institutions. Only ten years ago it was difficult for production workers to compete with the students fresh from the schools, who, although they lacked a clear picture of their chosen speciality came to the entrance examinations with a fresh store of knowledge. Today young people with a two-year service record behind them have the right to take entrance examinations outside competition. Moreover, 80 per cent of the vacancies are reserved for them. In 1962-1963, out of the 51,000 students 41,000 had worked in production before enrolling at higher educational institutions of the Ukraine alone.

For those intending to enrol, there are special classes at enterprises. Students and instructors of local higher schools as well as factory engineers give them consultations free of charge, helping the young workers to brush up on school subjects.

Another innovation is that any enterprise, in conformity with its demands, can send workers to higher

educational establishments paying them stipends up to graduation. In the two preceding years the automobile and tractor industry enterprises have sent 186 people to the Moscow Mechanical Institute alone.

### THE BEGINNING OF THE ROAD

Those who enrol at institutes or universities straight from school have to combine work in industry, as ordinary workers do, with study in the evening during their first two years. They attend lectures three times a week for four hours a day.

The work of the students is so arranged as not to interfere with their studies. Besides Sundays they get another day off every week to spend it as they wish. Students who came straight from school graduate a few months later than those who worked before entering higher school and do not have to work during the first two years of study.

### PRACTICAL TRAINING

Six months' probation work according to speciality has been introduced for fourth-year students at all higher schools. They must acquire practical experience during that period in order to be able to get quickly used to their work after receiving the diploma. Most of them do engineers' and technicians' work and get paid accordingly. They have to solve technical and technological problems independently. They are thoroughly trained before starting on probation work. For instance, the students of the Moscow Civil Engineering Institute, which has its own stock of building machines, learn to handle them, and take a geodetic course.

### STUDENTS' SCIENTIFIC WORK

The students of Soviet higher educational establishments have organized at their own initiative student scientific societies and designing bureaus.

The latter fulfil orders of various organizations and the money thus earned is paid into the institute or university fund. Third- to fifth-year students—the most active members of

the bureaus—get a small remuneration in addition to their stipends.

The scientific societies do research work. Every year they hold a scientific and technical conference. The students and instructors exchange experience and report on the fulfilment of plans. In the USSR there are more than 800,000 students who are members of the scientific societies and designing bureaus.

### FOR THE FIRST TIME

For the first time in the history of Soviet higher education, theoretical and practical training of the specialists has been combined into a single study plan. By this we mean the opening of higher educational institutions i. e., the factories. There are only five of them as yet: in Moscow, Leningrad, Rostov-on-Don, Dneprodzerzhinsk, and Penza. At the Likhachov Automobile works in Moscow a branch of the Moscow Auto-Mechanical Institute has been opened, where students work one week and study the next, alternately. During the work week practical training is carried out every other day, the subjects being closely linked with the requirements of the plant. Students here get wages which are higher than the usual stipends. — *Novosti Press Agency (APN)*.

## NATIONAL DUTCH EDUCATION EXHIBITION

Several months ago the doors of the large Ahoy exhibition hall in Rotterdam opened for the third national Dutch Education exhibition.

The intention of the original founders was to inform all people connected with teaching—from kindergarten to university—of new teaching methods and new working materials. As the chairman of the advisory committee, Professor Waterink, said at the time: the education exhibition should be a meeting point, where all branches of education will get acquainted with each other in the most effective way. The exhibition intends to be a demonstration of a unity of effort and a growing common view of edu-



# REVIEWS

## THE ROMANCE OF TEACHING:

Published by National Council of Educational Research and Training, New Delhi.

Price : Rs. 2-50. Pages 94. - and

BRICKS AND MORTAR: Published by Asia Publishing House, Bombay.

Price : Rs. 8/- Pages 81.

Mrs. Muriel Wasi is an educationist of distinction and a writer of courage. She took a Triple First Class, topping the lists and graduated from the University of Madras. Next she took an Honours degree in Modern Greats at Oxford. For sometime she worked as a teacher at Maharani's College, Bangalore and gained practical experience in the line of teaching. The World War II drew her into the Directorate of Public Relations when she happened to travel widely in India and then she functioned as an editor for three journals. She has for many years been the General Editor of educational publications of the Government of India and edited *The Education Quarterly*, *Secondary Education*, and *Youth*. She was the Editor for the *Cultural Forum* of the erstwhile Ministry of Scientific Research and Cultural Affairs.

Mrs. Muriel Wasi is one of India's earliest exponents of educational Journalism and *The Romance of Teaching* which is her first book, proclaims her the most successful. The National Council of Educational Research and

Training, (NCERT) where Mrs. Wasi now works as Editor of the Council's year books of education and educational research symposia, has undertaken to produce series of books for supplementary reading, especially for adolescent girls and boys in all parts of India, who feel particularly attracted to the teaching profession. The NCERT inaugurated its scheme with *The Romance of Teaching*.

The book opens with a Chapter, which in a novel way tries to suggest the young reader the meaning of the title of the book, *The Romance of Teaching*. The second Chapter, "Talking of Professions" tells the story of teaching by drawing the portrait of the teacher through the ages. Socrates, the father of modern teaching, finds the first place. Reference is made to such outstanding teachers of the East and the West as Tilak, Gokhale, Pascal, Alcott, and Booker T. Washington. This Chapter is likely to create a good impression on the mind of the student-reader. The next Chapter is in a way the continuation of the previous Chapter. It refers to some more Masters like Tagore, Ascham, Aylmer, Pestalozzi, Froebel, Montessori, Rousseau, Freud, Mann, Ram Mohan Roy, Karve, Besant, and some others. Through their examples it explains how teaching is an uncommon task. The following Chapter depicts an imaginary conversation between Malati, the teacher-in-making, and her experienced teacher of 55, Sushila Desai, which gives forth convincing reasons for the ideal teachers of the past making teaching their life's mission. This is perhaps a successful way of winning the attention of the juvenile reader. "Down

(Continued from preceding page)

cational practice, which exists in spite of all difference in approach.

The words of Professor Waterink show clearly that the exhibitions are intended in the first place for the teachers. Therefore they are always held during the Easter holidays.

A new feature of the Rotterdam

exhibition was a series of lectures in the evenings, combined with films and panel discussions. These lectures were also intended for the parents in the first place. Of course, the teachers were welcome too, but they were expected mainly in the mornings and afternoons.

— Courtesy: Radio Netherland.

the Corridors with Lakshmi" is a small biographical sketch of an average Indian Teacher spending her day at school and at home. The sixth Chapter is informative and deals with Teaching ingredients and tells something about a Teacher. "Anjali's Mother", is a Chapter on Parent-Teacher Association. "Things Remembered" tells us about the importance of publicity in modern education and how the teacher in India today deserves to be published. "The Speaking Image" is on the personality of a Teacher. The next Chapter entitled, "Between the Lines", has its explanation in the last lines of the previous one: "The good teacher gives something much more valuable than learning to his pupils. Through his personality, he imparts, perhaps unconsciously, character; and for character, there is really no substitute. But to discern character, you must be able to read between the lines." (P. 73) It speaks of values in life and teaching. The last but one Chapter, "Spare the Rod?" is self-explanatory and concludes with these words: "That to resort to the rod is in fact to admit failure." (P. 84) The last Chapter, "Shadows and Light" is a very original and impressive way of concluding such a fine book as this. Vikram an ideal teacher, in a weak moment feels that all his life has been a waste. But the man-of-light that appears in his room takes him through certain experiences which prove to him that the greatness and achievement of a Teacher are not his own but belong to the younger generation whom he constantly influences and shapes. His personality lives after him through several generations which he has taught and guided. The book is profusely illustrated with sketches of Usha and is a very good beginning of the Romance Series of NCERT.

"Bricks and Mortar" is the first article after which the other book of Mrs. Wasi takes its name. It is an Anthology of nine published articles. Mrs. Wasi got at the title on reading Winifred Holtby's "South Riding."

A Socialist in this forgotten novel says, I believe in 'bricks and mortar', and Mrs. Wasi in her concluding remarks of the article expresses her view thus: "With him, I believe in bricks and mortar because bricks and mortar give education a local habitation and a name without which the solid, substantial benefits of teaching, of corporate learning and character-building cannot be achieved," (P. 16) The second article is "Teach English: What and How?" This is an article of current interest and Mrs Wasi seems to possess many original ideas on teaching English as a foreign language in Indian schools. In the article on teaching History, Mrs. Wasi's statement: "The first essential in teaching children history is to go back to the roots of history and there is no root more penetrating than the geography of the country," (p. 39) proves to be a very important point that is to be respected in observance by teachers of History. "Looking for Leadership" is informative and "Freedom and Authority" is on Discipline in Education. Mrs. Wasi stresses much upon the value of self-discipline and maintains that all other forms of discipline are the by-products of it. "Translation of Plays" brings out the various important factors of consideration that go to make a translation of a play successful. In the article on "Scholarships in Educational Planning," the writer has many novel methods to suggest to the modern generations in the successful implementation of Educational Planning. It is an informative article. "Rule of Three" is an epistolary fable, of three people, Sushila, Bina and Malati, who describe one another and incidentally describe themselves. The last article is on "Milestones in Educational Publishing" which throws light on Educational Publishing in Modern India.

These two books portray Mrs. Mutiel Wasi, not as a servant of the Government of India, but as a creative and constructive Educator of whom the country should be proud. We hope that our Readers will enjoy reading these two books on Education.

— V. V. Tonpe.

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